

## UBD Title or Topic

Subject/Course: Introduction to Human Services

Carol Birgen, Deb DeBates, Tracy Kern, Charlotte

Grade (s): 9-12

Designer (s) Mohling, Deb Kraft

### Stage 1: Desired Results

Core Standard(s):

**IHS 2.3 Utilize problem solving skills and decision making strategies in human services careers.**

Understandings: Students will understand that....

the importance of problem solving skills and decision making skills for professionals in Human service careers.

Essential Question(s):

What kinds of problems and decisions are made by professionals in the various pathways?

Why do the decisions and solutions need to reflect the needs of the clients?

Students will know....

Strategies for decision making and problem solving that are appropriate for professionals in the human service cluster.

Many decisions and solutions to problems are individual and reflect the needs of the client.

Student will be able to .....

Identify factors which may impact decision making/problem solving.

Apply the decision making and/or problem solving process to decisions/problems that are typical of a variety of human service careers.

### Stage 2: Assessment Evidence

What evidence will show that students understand?

  x   Performance Task

  x   Project

       Quizzes

       Tests

       Informal Observations

  x   Discussions

       Interviews

       Self-Assessment

  x   Other-Case Study

(The Career Investigation project started earlier in this unit will be integrated into this lesson.)

### Stage 3: Learning Plan

Motivation – Introduce and Explain

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks? **This is simply a listing of ideas.** There are too many here to do all of them.

**Pick and choose what you believe would work best for your group.** The lettering sequence does not reflect the order of activities

1A. Decisions made this morning- Identify those which are habit, and those which are not.

1B. Family Vacation - Imagine that your family were going on a vacation, where would you go and why?

- 1C. Add a Word Sentence Building Activity- This attachment is sample activity from Tom Jackson and found at <http://www.activelearning.org/sample-activity-moreatt.html>. This activity is found at [http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/add\\_a\\_word.pdf](http://www.fcclainc.org/assets/files/pdf/programs/lessonplansactivities/add_a_word.pdf) Throughout this activity, students are making decisions.
- 1D. Forced choice- Given list of activities, what would you be most likely to do, what would you least likely to do? Use two or three sides of the room- each side represents one choice, and have students physically move to the choice that they would make.
- 1E. Bank Robbery Activity - found in Teambuilding with Teens by Miriam G. MacGregor, Free Spirit Publishing. Activities for Leadership, Decision Making and Group Success. This is a bank robbery story with each participant having a clue needed to solve the crime.
- 1F. Six Hats Activity
- 1G. <http://www.mathsisfun.com/puzzles/sam-loyd-puzzles-index.html>- This site includes a variety of math puzzles with the solutions.

#### Model (Teacher presentation):

What instruction is needed to *equip* students for final performance?

2. Decision Making process- In the resources is a basic power point presentation. There are numerous commercial DVD's available on the decision making/problem solving process.

#### Guided and Independent Practice (Student Engagement):

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

Options Again, there are more options than you will probably have time for. Pick and choose those which are the best fit for you. The case study option – 3E is strongly recommended.

- 3A. See <http://www.uen.org/Lessonplan/preview.cgi?LPid=555> ,
- 3B. Career Problems handout- In small groups go through the problems, have students identify problems, make a decision, and defend the decision.
- 3C. Use Marvelous Meaningful Monthly Math activities for the Human Services cluster. Some of these have concrete answers. These were sent from Mitchell Technical Institute last year.
- 3D. Tower of Air – <http://www.activelearning.org/newsletters/newsletter2.html> (also attached)
- 3E. Case study** –Each case study is represents one human services pathway. See human services pathways case studies attachment.

Reflection/Assessment:

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How students *exhibit* their understanding about their final performances and products? How will you guide in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?

3. Students are to create a case study similar to the ones used in guided practice (3E), identify possible solutions and recommend a decision/solution. Students will present their case study to the class, and defend their decision. Background - Students have been reading about various pathways, and occupations. They have interviewed individuals or read about a day in their life. From their knowledge of an occupation in human services, student should be able identify a common problem or decision experienced by professionals. A rubric for case study is attached.